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This publication is one of a series on current research and resources compiled by the Counseling and Personnel Services Information Center. It is intended as a companion volume to an earlier publication (Pupil Personnel Services). The purpose of this publication is to make the user aware of (1) the variety of available information sources concerned with the various pupil personnel professions, (2) the broad spectrum of problems and issues in these professions, and the major areas of emphasis in the current literature dealing with the various professions. The abstracted resources are indexed by subject and author. Procedures for obtaining complete documents are explained. (IM)

SCOPE OF THE ERIC COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER

The ERIC Counseling and Personnel Services Information Center (CAPS) is responsible for materials and research reports relating to the preparation, practice, and supervision of counselors and other personnel workers at all educational levels and in all settings. Included are materials describing theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation. Included also are materials which deal with the nature of pupil, student, and adult characteristics; descriptions of education, occupational, and community settings; and discussions of the types of assistance provided by personnel workers in such areas as career planning, family consultations, and student orientation activities.

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CAPS CURRENT RESOURCES INDEX

PROFESSIONAL SPECIALTIES IN THE PUPIL PERSONNEL SERVICES

Compiled
by
James L. Lee

June 1968

The work presented herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare.

ERIC

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Ann Arbor, Michigan

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PREFACE

The first Current Resources Series dealing with Pupil Personnel Services focused on the total pupil personnel program and embraces such topics as philosophy, legal implications, organizational patterns, and goals. The present publication is intended as a companion volume and focuses on the various professional specialties within the pupil personnel program.

Among the current issues being discussed by the various personnel professions are inter-professional relationships, comprehensiveness of services, licensing procedures, the need for prior educational experience, in-service training, and programatic priorities. These issues revolve around topics such as the roles, preparation, and standards for each individual profession.

As in our other indexes, a variety of informational sources were searched for this publication. Among these were Research in Education, Education Index, Dissertation Abstracts, professional journals, and the CAPS information bank. A number of very useful documents submitted by personnel workers in response to a special request for materials is also included. This index is, therefore, selective rather than comprehensive, and can best be used in conjunction with other information sources and tools.

The purpose of this publication is to make the user aware of (1) a variety of available information sources concerned with the various pupil personnel professions, (2) the broad spectrum of problems and issues being dealt with in these professions, and (3) the major areas of emphasis in the current literature dealing with the various professions. By using this publication, the reader can identify and examine some of the main currents of thought and research within and among the professional specialties.

Suggestions and/or reactions to this issue of the Current Resource Series on Pupil Personnel Services or ideas for topics to be covered in future publications are eagerly solicited.

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INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of CRS deserve special emphasis. First, the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of Research in Education and core psychological and guidance journals. A second major characteristic of CRS is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A third characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important fourth characteristic is the relatively easy access to, and retrievability of, all documents indexed in CRS. A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of CRS are legion. It can be used as the first step in the search phase of a research project, a means of analyzing informational trends in a topical area, a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may readily be apparent to you as you use the index. The first three indices, published in May, included: The Use of Information in Personnel Services, Small Group Work and Group Dynamics, and Pupil Personnel Services. Other indices published concurrently with the present index are: Decision-Making and Elementary School Counseling and Guidance.

Additional publications focused on other topics will be introduced as new information becomes available. Existing CRS publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work for current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS Collection and the total ERIC Collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users inquiries, and consultants suggestions, forms the guidelines for the final selection of Current Resources Series topics.

Comprehensiveness of Information Search

Once the topics for the Current Resource Index has been determined, a comprehensive search for information on this specific topic is initiated. For this publication, several major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but not submitted to the central ERIC collection. Finally, the CAPS journal collection was searched. CAPS subscribes to about forty journals which are either personnel work journals or behavioral science journals containing information relevant to personnel work.

Also, a comprehensive search of Dissertation Abstracts was made to identify dissertations relevant to the topic. We would like to express appreciation to University Microfilms, Inc., for permitting us to reproduce portions of the abstracts of these dissertations for this publication.

ORGANIZATION OF CURRENT RESOURCES INDEX

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into four sections: (1) ERIC Document Resumes, (2) CAPS Document Resumes, arranged in numerical order by accession number, (3) Dissertation Abstracts, and (4) Journal Resumes, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

7
Shumake, Franklin
Pupil Personnel Services Seminar, A Summary.
Georgia State Department of Education, Atlanta
15 Nov 66
MF-$0.50 HC-$3.52 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists, *Academic Education, Staff Role, Administrative Organization, Seminars, Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Departments of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following: (1) the pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists, specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

2. CAPS Documents - The second resumes in the Resume Section are materials which have been indexed and abstracted or annotated. These materials are

available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have only a CG Accession Number.

Sample CAPS Resume

31 CG 000 428
New Models and Techniques in Career Guidance.
Boynton, Ralph E.
Pittsburgh Univ., Pa.
12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Oriented Programs, Work Experience Programs, *Vocational Counseling

A model for a career guidance system that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide the students with opportunities to talk with representatives of careers in which they have an interest. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

3. Dissertation Abstracts - These abstracts are arranged alphabetically by author. Complete copies of these dissertations are available in either microfilm or hard copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan. When ordering these dissertations, author, title and L. C. Card Number should be used. The price of microfilm and hard copy is indicated on the abstract.

Sample Dissertation Abstract

23. "Administration of Pupil Personnel Services in Kentucky," (L. C. Card No. Mic 60-629), Charles Ambrose, Ed. D., University of Kentucky, 1957.

The purpose of the study was to evaluate the administration of pupil personnel services in Kentucky. The services were selected and then divided into seven

critical task areas: attendance and census, pupil adjustment, guidance, health service, assessing pupil progress, pupil activity programs and the program for the exceptional child. The areas were evaluated by using the criteria set forth in this study as being administratively desirable. This criteria was established by a study of the literature in the field and the opinion of twelve field workers in the pupil personnel service from eight different states. Data on the administration of the pupil personnel service was obtained by interviews in thirty selected school districts, of the two hundred and twenty-four, in the state. The interviews were conducted according to a schedule incorporating the criteria advocated in the areas of administrative responsibility for the pupil personnel services.

Microfilm-$3.20 Xerox-$11.05 245P.

4. Journal Article Resumes - Journal Articles have either been annotated or appear with author abstracts. They are available from the original source only. The resume for the journal article indicates the source of each article.

Sample Journal Article Resume

43. Bordin, Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists," Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the subject index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24)	The Computer in Educational Research and Its Implications for the Counselor
(54)	Information and Counseling: A Dilemma
(56)	A Review of Literature as a Service to Teachers
(59)	Three Dimensions of Counselor Encapsulation
(60)	High School Counselors and College Information
(61)	A Professional Approach to the Information Function in Counselor Education
(73)	Ideology and Counselor Encapsulation
(79)	The Impact of Information Systems on Counselor Preparation and Practice
(80)	Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30)	Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(44)	Research Frontier, Information Retrieval: A Definition and Conference Report

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RESUME SECTION

ERIC RESUMES

1 CG 000 013 ED 010 886
Moler, Donald
Forces Influencing the Counselor's Role.
Illinois State Off. Supt. Pub. Instr., Springfield
1966
MF-$0.25 HC-$0.64 14P.

*Counselors, *Counselor Role, Helping Relationship, Counseling, Consultants, Community Resources, Counselor Certification, Counselor Preparation, Springfield

Defining the role of a counselor is a task which is complicated by the changing world, the changing social structure, and the influences of government. The role is further complicated by the fact that counseling has originated from a variety of disciplines, borrowing from the job of the teacher, the administrator, the social worker, and the psychologist. Certification is needed and national standards should be set up. Also, there is a need for greater cohesion between various counselor training programs even though they are designed to meet the needs of varying school programs and community needs. The kinds of roles the counselor should perform are to act as a member of the educational team, to provide helping relationships for students, to serve as a professional consultant to the staff, parents, teachers, children, and people in the community, to be able to develop and manage a guidance program, and to serve as a resource person making contacts with hospitals, using community resources, and finding psychologists. In the future, differing levels of counselor activity will exist and the term counselor may be changed to more accurately reflect the nature of counseling activities. This is one of the reports from the Zion Conference and the Elementary School Demonstration Centers included in "Elementary School Guidance in Illinois." (PS)

2 CG 000 015 ED 010 888
Waterloo, Glenn E.
Counseling Practices.
Illinois State Off. Supt. Pub. Instr., Springfield
1966
MF-$0.25 HC-$0.48 10P.

*Counseling, *Counseling Goals, Elementary School Counseling, *Counselors, Problem Children, Communication Skills, Referral, Evaluation Criteria, Counselor Acceptance, Springfield

The need for counseling is emphasized by the fact that 875,000 children in the United States have mental and physical impediments to learning. Typical

counseling practices are problem-centered counseling, exclusively "vocational" or "educational" counseling with little concern for the whole individual, extreme directive or nondirective counseling, the "clinical" approach which assumes that everyone has a deviant problem, eclectic counseling, information giving, and "the pal" who tries to be everything to the child. An immediate counseling goal is to enable the child to express himself. A long range goal is to promote development. Background information is important. A basic communication technique involves "listening" for nonverbal as well as verbal clues. The counselor occasionally must intervene in the life process of the child to interrupt self-deceiving behavior patterns. The counselor should show acceptance of the child, and move from within the child's frame of reference. He should also recognize the limits of the counseling process and make referrals when necessary. The ultimate test of counseling upon which evaluation criteria should be based is whether the person is moving toward self-reliance and acceptance of himself. The author feels that counselors resist change, and should develop a counseling theory, counseling goals, and evaluation procedures. This is one of the reports from the Zion Conference and the Elementary School Demonstration Centers included in "Elementary School Guidance in Illinois." (PS)

3 CG 000 016 ED 010 889

Kaczkowski, Henry R.
Dimensions of the Counselor's Relationships.
Illinois State Off. Supt. Pub. Instr., Springfield
1966
MF-$0.25 HC-$0.72 16P.

Self Concept, Rational Therapy, *Counselors, *Elementary School Counseling, Counselor Preparation, Consultants, Consultation Programs, Behavior Change, Teachers, *Student Personnel Services, Springfield

The pupil personnel services concept emphasizes a team approach. An inherent weakness in this concept is the tendency toward compartmentalization of the individual. A natural relationship exists between guidance and instruction because both deal with the pupil, guidance with conative aspects and instruction with cognitive aspects. The strategies which are commonly employed in guidance--remedial, preventative, and promotional--promote structuring which causes the individual to lose flexibility. Self-concept is related to successful functioning in learning and in later adjustment to life. Counselors help children form self-concepts by aiding them to develop values. Poor task definition causes elementary school counselors to adopt procedures used with older children. Cognition plus emotion (rational therapy) seems effective in changing behavior. Counselors should develop a particular philosophy of life and develop their perceptual organization rather than master counseling techniques and theory. The essential procedure used in teacher consultation is exploration of self-concept. This procedure creates conflict within the teacher between a desire to help a child, and time and knowledge limitations. As organization of the elementary school

does not provide opportunities for regular consultation between counselors and teachers, plans freeing teachers for professional tasks other than teaching are beneficial. This is one of the reports from the Zion Conference and the Elementary School Demonstration Centers included in "Elementary School Guidance in Illinois." (PS)

4 ED 011 459

Collins, Charles C.
Junior College Student Personnel Programs--What They Are and What They Should Be.
American Assn. of Junior Colleges, Washington, D. C.
1967
MF-$0.25 HC-$2.36 57P.

*Models, Cocurricular Activities, *Counseling Programs, *Junior Colleges, *Student Personnel Services, Education Philosophy, Manpower Development, Vocational Education, Administrative Personnel, Educational Administration, Administrative Organization, Administrator Responsibility, *Administrator Guides, District of Columbia

Results of a 2-year study are summarized in order to evaluate the present status of junior college personnel work. A series of 21 functions, developed by professionals in the field, provides criteria to define both present and preferred programs. Questionnaire and interview data gathered from a selected national sample of 49 larger and 74 smaller colleges indicate that (1) basic student personnel functions are not being adequately performed in the majority of the colleges studied, (2) certain institutional characteristics such as the clarity of staff roles are more determinant of the quality and level of program than either placement of administrative responsibility or graduate training level of the staff, (3) student evaluations cast doubt on widely expressed views of program effectiveness, and (4) programs can be classified as strong or weak on the basis of the criterion developed. Improvement of programs necessarily involves a series of steps related to (1) creation of the proper institutional environment, (2) definition of functions to be performed and the structure of staff needed to carry out these functions, and (3) description of training necessary to professionalize the work of the staff. Guidelines and recommendations for program development are included in the study. This document is also available from The American Association of Junior Colleges, 1315 Sixteenth Street, N. W., Washington, D. C. 20036 for $1.50. (AL)

5 ED 011 082

Nickerson, Melvin R.
The Extent and Nature of Faculty Participation in Student Personnel Services in Large Public Universities.
Northern Illinois Univ., De Kalb

1966
MF-$0.75 HC-$6.92 171P.

*Student Personnel Work, *University Administration, Questionnaires, *Faculty, Interaction, *Student Personnel Services, Dekalb

This investigation was made to study the involvement of faculty members in committee work and in selected student personnel services. The effectiveness level of selected student personnel services in five large public universities was compared to certain aspects of faculty participation to determine what relationships existed. A three-part questionnaire was constructed to gather biographical information about the faculty participant, data concerning his membership in the committee structure of a university which related to one or more of the student personnel services, and the extent and nature of his individual participation. Conclusions were determined and reported. Implications were made and a description made of an idealized program of student personnel services. (TC)

CAPS RESUMES

6

CG 000 073

Fordyce, Joseph W. * and others
American Assn. of Junior Colleges, Washington, D. C.
Nov 1965
25P.

A taxonomy of junior college student personnel services is set up by distinguishing, ordering, naming, and describing the services found in a junior college. Services are grouped into categories, and various approaches used to provide each service are described. A category is defined as follows--(1) category-appraisal, (2) service-applicant appraisal, (3) definition-devices used by the college to obtain, organize, and evaluate significant student background information to determine admissions eligibility or any restrictions, and (4) approaches-evaluation of transcripts and test results, preparation of comprehensive case studies, candidate interviews, and staff inquiry. Categories and services include orientation (pre-college information, student induction, occupational information, and group orientation), appraisal (applicant, educational testing, health, basic skill diagnosis, and personnel records), consultation (pre-enrollment, advisement, counseling and student registration, and academic and social regulations), participation (student affairs and student self-government), service (financial assistance and graduate placement), and organization functions (administrative organization, program articulation, and in-service training). (PS) (This document is a chapter in Junior College Student Personnel Programs, Appraisal and Development, A Report to the Carnegie Corporation, November, 1965).

7 CG 001 464
Elementary Counselor, Roles and Implementation.
Seattle Public Schools, Washington
3 Mar 1966
12P.

*Elementary School Counselors, Counselor Role, Counselor Functions, Elementary School Students

The elementary counselor's primary role is to coordinate and be a catalyst in the constellation of activities and services affecting a pupil's successful adjustment to a school, a classroom, with a teacher, and classmates. The specific roles and implementations of these roles in relation to elementary counseling are presented for the elementary division, the principal, teachers, and the counselor himself. Suggestions and recommendations for the elementary school counselor are made in relation to the following--referrals, records, methods of working with teachers, pupils, special service personnel, and pupils, services to community agencies, group testing, building duties, and methods of working with groups.

8 CG 001 514
School Social Work, Recommendations for Program Development. Bulletin 96.
Connecticut State Department of Education, Hartford
June 1965
34P.

School Social Workers, Program Development, Job Analysis, Guidelines, Connecticut

This report discusses the deliberations and recommendations of a committee on school social work authorized by the Connecticut State Board of Education. The committee studied the development and philosophy of school social work and means of recruiting more social workers. Emphasis on increased state responsibility in supervision led to recommendations of a state consultant and area consultants in school social work. Job descriptors, guidelines for organization of program services, and a system of state certification are among the major recommendations.

9 CG 001 515
Garrison, Geraldine
Speech and Hearing Services, A Design for Program Development. Bulletin 92.
Connecticut State Department of Education, Hartford
1960
58P.

Program Development, Guidelines, Speech Therapy, Hearing Therapy, Organization, Connecticut

An increasing number of communities are organizing speech and hearing programs and providing speech education in the classroom for all children. This bulletin is intended to serve as a design for program development for school administrators, speech teachers, classroom teachers, parents and others interested in the organization and operation of speech and hearing services. Suggestions for (1) determining need for such a program, (2) organizing, conducting, and improving services, and (3) clarifying procedures to be followed for special reimbursement from state funds are included.

10 CG 001 721
Braithwaite, John J. * others
Pupil Personnel Services in Marshfield, Massachusetts.
Marshfield Public Schools, Massachusetts
1 Sept 1967
15P.

Manuals, Student Personnel Services, Counselors, Speech Therapists, School Nurses, Teachers, Resource Staff Role, Marshfield, Massachusetts

This booklet outlines the pupil personnel services in the Marshfield Public Schools, Marshfield, Massachusetts. The roles of the counselors, speech therapist, reading teachers, and nurses are given with emphasis upon their availability as resource specialists to the instructional staff.

DOCTORAL DISSERTATIONS

11. "The Role of the School Counselor in Selected South Carolina Public High Schools as Perceived by Parents, Administrators, Teachers and Counselors," (Order No. 64-3591), Claude Henson Cooler, Ph. D., The Florida State University, 1963.

One resulting problem of the rapid growth of the guidance movement in public high schools is that of establishing a well defined role for the school counselor. This investigation was designed and executed to obtain evidence concerning what parents, administrators, teachers and counselors perceive to be (1) actual and (2) desirable roles of the school counselor in selected high schools of South Carolina.

12. "A Collation of the Roles of the Secondary School Counselor and the Secondary School Psychologist as Perceived by Educators of Counselors and by Educators of School Psychologists," (Order No. 64-8599), Stanley Howard Cramer, Ed. D., Columbia University, 1964.

This study records the perceptions of 64 educators of school psychologists and 147 educators of counselors regarding the roles of the secondary school counselor and the secondary school psychologist. A nation-wide representation of educators who provide professional preparation for the two pupil personnel roles replied to a questionnaire designed to elicit their perceptions of these roles. Since the literature of guidance and the literature of school psychology make much of a possible conflict between the two roles, it was assumed that the perceptions of these professional educators would provide a meaningful source of data in determining whether such conflict does exist and, if so, in what areas.

13. "An Occupational Analysis of Certified School Psychologists," (Order No. 65-8354), Malcolm David Davis, Ed. D., The University of Oklahoma, 1965.

This study was designed to describe the school psychologist--his personal characteristics, professional preparation, experience, working conditions, and the functions he performs. Also, it was desired to determine what activities school psychologists performed and the amount of time spent on each activity.

14. "The Role of the Counselor in Large High Schools of California," (Order No. 64-12,475), Sarajane Lininger Eriksen, Ed. D., University of Southern California, 1964.

The purpose of the study was to analyze the role of the counselor in California high schools with 1,500 or more in average daily attendance. The opinions of

counselors, teachers, principals, and counselor educators regarding the desirability of counseling functions were obtained by means of an opinionnaire and the research was concerned with determining the consensus, or lack of it, held within and between the groups.

15. "Role of the Counselor in Selected Junior High Schools of New Jersey as Perceived by Counselors, Principals, Teachers and Students," (Order No. 65-6562), Eugene Joseph Farley, Ed.D., Rutgers--The State University, 1964.

This study examines the role of the counselor in selected New Jersey junior high schools as perceived by counselors, principals, teachers, and students. The purpose is to determine whether significant differences exist between perceptions of the role held by counselors, principals, teachers, and students, boys and girls, and students of above and below average ability.

16. "Teachers' Perceptions of the Role of the School Psychologist," (Research Study Number I), (Order No. 67-1108), Carl Eugene Fenn, Ed.D., Colorado State College, 1966.

The purpose of this study was to investigate the perceptions that classroom teachers in Buena Vista and Crawford Counties in the State of Iowa have pertaining to the role of the school psychologist.

17. "Counselor Functions as Perceived by Senior High School Counselors and Principals," (Order No. 63-2213), Peter G. Fotiu, Ed.D., Wayne State University, 1962.

This study was concerned with determining statistically significant differences among the perceptions of 71 full-time counselors, 38 part-time counselors, and 29 principals regarding various broad categories of counselor job functions.

18. "Concepts of the Role of the Counselor in Selected Secondary Schools as Held by the Counselor and Other Professional Personnel," (Order No. 61-6034), James Robertson Fredrick, Ed.D., University of Missouri, 1961).

The purpose of this study was to identify and compare the concepts of actual and ideal roles of the secondary school counselor as held by counselors, principals, and teachers in thirty-one selected Missouri secondary schools and to determine the test-retest stability of the instrument used.

19. "A Study of the Consensus of Expectations for the Role of the School Psychologist in New York State among Elementary School Teachers and

Elementary School Principals," (Order No. 67-11, 341), Alfred Gelerinter, Ph. D., Cornell University, 1967.

The study explored the role of the school psychologist. Its primary objective was the investigation and description of the degrees of consensus for the role of the school psychologist within a sample of elementary school teachers and elementary school principals.

20. "An Analysis of the Position of the Elementary School Guidance Counselor," (Order No. 61-3819), Robert Newton Hart, Ed. D., University of Southern California, 1961.

The purpose of this study was to analyze the position of the elementary counselor from the administrative stand-point. It investigated five areas (1) qualifications, (2) duties, (3) in-service training, (4) personnel policies, and (5) evaluation. Four questionnaires, developed by the writer, were sent to each of 34 school districts employing elementary counselors. One each was completed by the superintendent, a principal, a counselor, and a teacher. Questionnaires were also completed by authorities on elementary school guidance. These five groups totaled 152 respondents.

21. "The Guidance Competences of the Teacher as Perceived by Three Groups: Secondary Administrators, Counselors, and Teachers," (L. C. Card No. Mic 59-6869), William Warren Kallenbach, Ed.D., Stanford University, 1959.

The search for success criteria (or the successful individual) in teaching has been a long and difficult one and current attempts have yet to evolve a theoretical framework that reaches a satisfactory level of empirical support. The most widely accepted statement of what constitutes good teaching is that formulated for the California Council on Teacher Education by Lucien B. Kinney and co-workers at Stanford University. This statement, published by the California Teachers Association, appears in Kinney's Measure of a Good Teacher and is known as the "California Definition of Teacher Competence." It has been accepted as the "point-of-view" of the teacher education committees of the CTA and the NEA and the membership of the AACTE. The California Definition delineates six areas (roles) in which the classroom teacher is to function effectively. These roles have been carefully defined in terms of competences (e.g.,"identifies learning difficulties") and have been carefully evolved from many educational sources to represent behavioral descriptions of what the teacher should be able to do. One of these roles - A Counselor and Guidance Worker - is the concern of this study, specifically, whether or not its competences are judged as important to classroom teaching by representative groups of educators.

22. "A Job Analysis of School Psychologists in the Public Schools of Massachusetts," (Order No. 65--4889), Louise Keenan, Ed.D., Boston University School of Education, 1963).

This study was suggested by the legislation, effective in 1955, which established certification standards of school psychologists in Massachusetts. This study proposed (1) to identify the duties of school psychologists in public schools of this state as they are now performed, (2) to provide a list of duties and responsibilities for (a) State Departments of Education and Mental Health, (b) school administrators, (c) universities and colleges, (d) those currently employed as school psychologists, (e) aspirants to the field of school psychology, and (3) to provide objective data concerning the educational qualifications and experiences of school psychologists, which might help in raising certification standards now under consideration.

23. "The Roles of the Secondary School Guidance Director and the Secondary School Guidance Counselor in Pennsylvania," (Order No. 66-2660), Gladys Bradley Longley, Ed.D., Columbia University, 1965.

This study presents the perceptions of 81 principals, randomly selected from the public secondary school principal population of Pennsylvania, regarding the roles of the secondary school guidance director and counselor in Pennsylvania. The study was undertaken because the need for guidance role definitions has been expressed nationally and locally in Pennsylvania, and the imminent expansion of guidance in Pennsylvania, stimulated by the reorganization of the educational districts and the impact of the National Defense Education Act of 1958, makes the definition of roles necessary and timely. Since public school principals are important role determinants, their perceptions of actual and ideal guidance roles within their schools are useful in role definition.

24. "A Study of Counselor, Principal, and Teacher Perception of the Role of the Secondary School Counselor," (Order No. 63-4318), Duane Richard Lune, Ph.D., University of Minnesota, 1962.

This study compared and analyzed the perceptions of the ideal counselor role as held by teachers, principals, and counselors of those Minnesota schools having full-time counselors. Each group's perception of counselor function was compared with the understanding of counselor role as held by a jury of counselor educators from the Upper Midwest. This study was also concerned with a comparison of the perceptions of ideal counselor role within each school studied. The viewpoints of each secondary school principal were compared with the perceptions held by his counselors and teachers. A determination was also made of the specific counselor responsibilities judged most appropriate and most inappropriate to counselor role by each group. An effort was further made to determine the relationship of size of school to agreement between the principal and the teachers or the principal and the counselors of each school.

25. "The Elementary Guidance Specialist as Perceived by Elementary School Teachers and Elementary School Principals," (Order No. 66-2489), James Joseph Muro, Ed. D., University of Georgia, 1965.

The purpose of this investigation was to identify, study and analyze the kinds of guidance services needed in the elementary schools of Georgia as perceived by a random sample of elementary school teachers and elementary school principals.

26. "Role Behavior Differential Between the School Counselor and the School Psychologist," (Order No. 65-5666), Robert Harley Myers, Ph. D., The Ohio State University, 1964.

This study examined the role behavior differences between the school counselor and the school psychologist employed in the public schools of Ohio. Common and shared role behaviors were identified, including an indication of degree of involvement and role propriety perceptions. Role variation motivations were examined, and role expectancies of school counselor and school psychologist educators were noted.

27. "Concepts of the Role of Secondary School Counselors," (L. C. Card No. Mic 59-6384), Lyle Darrel Schmidt, Ph. D., University of Missouri, 1959.

To identify and compare concepts of the actual and ideal roles of secondary school counselors as they are held by secondary school counselors and by their secondary school principals.

28. "The Director of Pupil Personnel Services in Public Schools of New York State," (Order No. 63-2287), William Calder Schultheis, Ed. D., Columbia University, 1962.

The project included a study of the historical backgrounds of the development of the position of director of pupil personnel services in public schools of New York State, and a survey by questionnaire of present directors of pupil personnel services to determine their professional backgrounds, effective practices, problems and recommendations as perceived by directors of pupil personnel services.

29. "The Role and Function of the School Counselor in Georgia Secondary Schools as Perceived by Principals and Counselors," (Order No. 64-11,719), Grady Franklin Shumake, Ed. D., University of Georgia, 1964.

The problem of this study was to identify, examine, and analyze the role and function of the school counselor in Georgia secondary schools as perceived by

secondary school principals and secondary school counselors. The data were gathered by use of the Counselor Function Inventory, an inventory designed to study counselor functions in terms of the degree of responsibility and the level of participation at which the functions should be performed.

30. "A Comparative Study of the Duties Performed Regularly by School Counselors, School Psychologists and School Social Workers Working Together in Selected School Systems," (Order No. 66-9092), Robert G. Wieland, Ed.D., The Florida State University, 1966.

An acute shortage of trained personnel coupled with reports of wasteful duplication of jobs among the specialists working in the schools makes it imperative that their positions be clarified and utilized. The purpose of this study was to determine what duties were performed regularly by school counselors, school psychologists and school social workers working together in selected school systems. A further objective was to determine if duplicate duties existed among these groups.

31. "The School Social Worker: An Analysis of Role Expectations and Role Behavior," (Order No. 66-12,085), Robert Bruce Williams, Ed.D., Rutgers--The State University, 1966.

The central problem examined in this thesis is the relationship between the actual practice of school social work and statements of the desirable process in the field. A further concern was the measurement of expectations of significant others as those expectations may have consequence in the performance of the school social worker's role.

32. "The Role of the School Psychologist as Perceived by Selected School Personnel," (Order No. 67-6136), Paul Yaffe, Ed.D., University of Maryland, 1966.

The lack of agreement among psychologists and other professional school personnel regarding the role of the school psychologist interferes with the efficient utilization of his services. The purpose of this study is to clarify the role of the school psychologist through an analysis of his functions as perceived by the psychologists themselves and by the professional personnel who employ his services.

JOURNAL RESUMES

34. Alevy, Daniel I., "A Psychologist in the Schools," Psychology in the Schools, Vol. I, No. 4, October 1964, pp. 412-414.

School psychologists can work with individuals or with groups. Problems of this dichotomy are discussed. By simply being present to meet with anyone who needs help and without attempting to impose his own expertise on the other, the psychologist can be most helpful. He will be able to help that group or person unfold his own wishes and potential. This role must have the support of the administrator to be effective. The school psychologist must be impartial, taking sides with neither teachers, administrators, parents, or students. (PS)

35. Altmeyer, John R., "The School Social Worker and Problems of Attendance, Journal of the International Association of Pupil Personnel Workers, Vol. 8, No. 3, June 1964, p. 6.

It is suggested that an attendance problem should be approached as a problem of breakdown in adjustment in a child's total life and evaluated from the viewpoint of one's professional philosophy, rather than from the viewpoint of crime and punishment. Some factors affecting attendance problems are social, parental, school, emotional, and school phobia. Attendance problems are seen as an appropriate concern for the school social worker. (JR)

36. Baker, Herbert L., "Psychological Services: From the School Staff's Point of View," Journal of School Psychology, Vol. III, No. 4, (Summer 1965), pp. 36-42.

A questionnaire was developed to (1) assess the school staff's perception of psychological services and to identify the phases of the program which they felt needed improvement, (2) ascertain whether there are differences in attitudes toward the psychological services held by various members of the school staff which would suggest the advisability of working with them in different ways, and (3) identify areas of misunderstanding in the psychological services program which would benefit from teacher in-service training. Data from 333 administrators, teachers, and guidance personnel was analyzed. Teachers, in general, wanted faster service with a better follow-up program. A teacher's willingness to carry out recommendations was directly proportional to the quality of the communication between the two professionals. Poor communication exists between the teacher and the psychologist. Study results indicate that for recommendations by psychologists (1) the referral form should convey pertinent data in relation to what the teacher has attempted to do, and (2) the psychologist should commit himself to specific recommendations. Attitudes of other members of the school staff are discussed.

37. Barry, Ruth, "The Changing Role of the School Counselor," Journal of the National Association of Women Deans and Counselors, Vol. 29, No. 1, (Fall 1965) pp. 19-21.

Trends in secondary school counseling discussed are (1) increasing professionalism, (2) an increasing knowledge of behavioral sciences, (3) a decline in the number of women counselors. (PS)

38. Beck, Betram M., "School Social Work: An Instrument of Education," Journal of the International Association of Pupil Personnel Workers, June 1960, pp. 10-14.

Emerging trends in school social work are described. Changes in this field include (1) movement from a preventative function performed at the elementary level to one which supports the basic goals of education at all levels, (2) movement from emphasis on discovery and treatment of mental disorders to greater collaboration with the classroom teacher, (3) a greater acceptance of the element of legal authority which exists in school social work, and (4) enlargement of methods to include casework, group work, and community organization. (Author)

39. Broomell, Beatrice, "The Helping Role of the School Social Worker or Child Welfare and Attendance Supervisor," Journal of the International Association of Pupil Personnel Workers, March 1961, pp. 9-16.

The basic functions of the child welfare worker include (1) resource and consultative, (2) liaison and public relations, (3) legal, and (4) counseling. A complete description of these functions is given. (JR)

40. Brough, James R., "Sources of Student Perceptions of the Role of the Counselor," Personnel and Guidance Journal, Vol. 43, No. 6, February 1965, pp. 597-99.

631 eighth grade students in one junior high school completed a questionnaire regarding the origin of their views of the counselor and his function. Responses were tallied and percentages calculated for boys and girls individually and as a total group. Results indicated (1) students' perceptions developed from multiple and diverse sources, (2) the three most frequent sources were the counselor's discussion of his role with students, actual interviews, and the description of the counselor in the student handbook, (3) the single, most important source was actually with the counselor. Knowledge of the origins of students perceptions of the counselor makes possible the development of a program to reduce the gap between the student's and counselor's expectations of the counseling function.

41. Brown, Duane, "Trends in Educational Administration: Impact Upon Guidance Administrator," Counselor Education and Supervision, Vol. 6,

No. 3, 1967, pp. 191-6.

Organizational patterns and administrative concepts are undergoing an evolution that will influence the operation of guidance programs. The shifting authority patterns in educational administration and the development of a comprehensive theory of education administration are examined. The problems of communication and the leadership function in the hierarchical type of organization are discussed. A result of these trends is the decreasing role of the administrative generalist (principal and superintendent) in the total administrative process. The position of the guidance administrator is assuming new dimensions. Competencies needed by the guidance administrator will include more knowledge of guidance, programming, communication, controlling, and reappraising. Implications for the education of guidance administrators resulting from a consideration of these changes are discussed.

42. Bryan, Elizabeth, Carlson, Dorothy and Eagan, Margaret, "Getting Acquainted in Secondary Schools," The Journal of School Health, Vol. 37, No. 7, September 1967, pp. 362-5.

The areas a new school nurse must learn about when entering a secondary school are discussed. Emphasis is placed upon (1) community composition, socioeconomic level of students, and the educational level of parents, (2) the types of related pupil personnel workers, and related community workers available, (3) the approach to health education in the district, (4) the physical setup of the school, and (5) members of the school staff. (PS)

43. Chenault, Joann and Seegers, James E. Jr., "The Interpersonal Diagnosis of Principals and Counselors," Personnel and Guidance Journal, Vol. 41, No. 2, October 1962, pp. 118-122.

The personality characteristics of principals and counselors were assessed for identifiable differences which might precipitate problems in guidance. The use of the Leary Interpersonal System as a technique for evaluating relationships such as those existing in guidance services is explored. 98 full time, certified counselors and 66 secondary school principals completed the Leary Interpersonal Checklist. Measures obtained are reported as chi square comparisons of octant frequency and as mean differences on vertical and horizontal axes. Both counselors and principals were found to be essentially dominant persons, principals leaning toward the competitive side of the continuum and counselors leaning toward the tolerant side. The groups were found to prefer different kinds of personality characteristics in their co-workers than are exibited. Their expectations of each other as persons is a major factor contributing to administrative problems.

45. Clinton, Arthur, "A Workable Philosophy for Today's Attendance Workers," Journal of the International Association of Pupil Personnel Workers, Vol. 12,

No. 2, March 1968, pp. 77-81.

A philosophy of attendance work is suggested which views attendance work as an important element in the implementation of universal education. This area is seen as an essential part of instruction which is supportive of the goals and values of the school but focuses its activity on the home in which pupils and parents live and learn. (JR)

46. Collins, Charles C., "Junior College Counseling: A Critical View," Personnel and Guidance Journal, Vol 43, No. 6, February 1965, pp. 546-550.

The myriad functions assigned to counselors by educational optomists is contrasted with the reality of counselor-student load. The image of clinical psychologist held by many junior college counselors is rejected. Present junior college counseling is often based on faulty perceptions of the proper function of counseling. Correction lies in determined concentration on vocational and educational counseling, value analysis being concomitant to these two inseparably linked tasks. Implications for counselor education are discussed.

47. Cox, Rachel Dunaway, "Social Work in the Elementary Schools: Techniques and Goals," Social Work, Vol. 8, No. 2, April 1963, pp. 77-81.

The school social worker's goals and techniques lie in fostering the child's ego development. He must help the child develop his strengths, meet learning tasks, and achieve a balance between dependence and independence. (IM)

48. Dunlop, Richard S., "Professional Educators, Parents, and Students Assess the Counselor's Role," Personnel and Guidance Journal, Vol. 43, No. 10, June 1965, pp. 1024-28.

A survey of attitudes was made by opinionnaire among counselor-educators, counselors, high school administrators, parents, and high school seniors to determine their perceptions for the appropriateness of counsel or performance of various specific tasks. Tasks were representative of several areas commonly associated with counselor responsiblity, educational, vocational and personal counseling, testing and diagnosis, teacher-role expectancy, administrative-clerical, and professional behavior. All groups reacted favorably to the counsel or as a performer of tasks associated with educational and vocational counseling. Significant differences were observed in respondents' reactions to tasks and task groups otherwise categorized.

49. Fisher, John K., "Subprofessionals in Pupil Personnel Services," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324, January 1968, pp. 49-57.

The demands in pupil personnel services for trained personnel far exceed the supply. Also, specialists in these fields are assuming broader functions than formerly was the case. Educators are coming to realize that one way of alleviating this shortage is to make better use of their present specialists by hiring and training subprofessionals for some support functions. Programs using such staff members have not been ful ly evaluated, but it appears that the performance of the paraprofessional has been generally satisfactory and that their employment can be recommended.

50. Fitzgerald, Laurine E., "Faculty Perceptions of Student Personnel Functions," The Journal of College Student Personnel, Vol. 3, No. 2, June 1962, pp. 169-79.

A questionnaire was developed which enabled student personnel workers to determine the faculty perceptions of the role of student personnel functions on the campus. Generally faculty responses indicate that student personnel services' functions are recognized as having importance for the achievement of the philosophy and purposes of higher education. Highest ratings were given for functions relating most directly with the academic purposes of the institution. Of less importance are those functions which facilitate student life activities. Lowest ratings were given for functions which deal only indirectly with the student in the academic setting. Chi square analysis for the determination of differences of perception within the faculty sample indicated that faculty members who work closely with student organizations are more favorable in their perceptions of the importance of student personnel services functions. Statistical analysis to determine difference expressed by faculty on the basis of tenure with the institution proved not to be significant. There was a frequency of indication of lack of knowledge or paucity of information concerning the specificity of provisions for and the location of the responsiblity for these student services functions.

51. Handler, Leonardm Gerston, Allan and Handler, Barbara, "Suggestions for Improved Psychologist-Teacher Communication," Psychology in the Schools, Vol. II, No. 1, January 1965, pp. 75-81.

Mutual respect is an important factor in teacher-psychologist relations. Recommendations are made for more clear report writing by school psychologists. Oral reports are also necessary, in some cases, to insure effective communication. Inservice training for teachers in personality dynamics, mental hygene, and psychological evaluative procedures can be conducted by psychologists. Sources of teacher-psychologist conflict are discussed. A list of suggestions for improved communications and cooperation between psycholgists and teachers is formulated. (PS)

52. Hilsinger, Roderick A., "Variations on a Theme: The Counselor-Student Ratio, "Counselor Education and Supervision, Vol III, No. 3, Spring 1964, pp. 132-136.

A standardized approach to the counselor-student reporting problem is recommended. The problem of defining a counselor concerns various types of certification standards and differing counselor assignments (full or part time). Students enrollment figures vary according to the definition of a secondary school. With two students populations to choose from, and five methods of arriving at the number of counselors, ten student-counselor ratios are computed. (PS)

53. Hoyt, Kenneth B., "Some Thoughts on Elementary School Guidance," Elementary School Guidance and Counseling, Vol I, No. 2, March 1967, pp. 91-102.

The field of elementary school guidance is at a crucial state in its growth and development. While the need for elementary school guidance appears to be widely recognized, much confusion remains with respect to what it should include or how it should be carried out. A strong plea has been made here for answering such questions through comprehensive programmatic research. (Author)

54. Itkin, William, "Why Should School Psychologists and Educational Psychologists Care About Certification?" Psychology in the Schools, Vol I, No. 1, January 1964, p. 91.

For referral purposes, the school psychologist must be assured of the competencies of people involved in psychological work. He must know if such people are adequately trained for their job. He must also know that the psychologists in private practice are the kind of people who practice within the limitations of their competence, know when referral to a medical man for medical diagnosis is necessary, know when to refer for psychiatric diagnosis, and respect and use the service of other people in the mental health services. (PS)

55. Jacques, Allan, "The Attendance Service," Journal of the International Association of Pupil Personnel Workers, June 1960, pp. 18-21.

The role of the attendance worker is that of generalist. He should be aware of the role of the school in society, of school organization and of both school and community services which are available to help youth. His basic functions are appraisal, treatment, and referral. (JR)

56. Kasper, Eugene C., Munger, Paul F., and Myers, Roger A., "Student Perceptions of the Environment in Guidance and Non-Guidance Schools." Personnel and Guidance Journal, Vol. 43, No. 7, March 1965, pp. 674-677.

Differences in student perceptions of the environment in North Dakota Schools with guidance programs are studied. The 30 scales of Stern's High School

Characteristics Index describing attitudes and impressions of students was used to detect differences. Each scale was analyzed for statistical significance by analysis of variance. Students in guidance schools scored significantly higher on adaptability, agression, change, counteraction, dominance, scientism, sexuality, and succorance scales. Non-guidance school students scored significantly higher on affiliation, deference, and humanism scales. A description of the two groups using the scale definitions is included. Generally differences appear to be in the direction of individualism and initiative in guidance schools and group centered activity and conformity to authority in non-guidance schools.

57. Keenan, Louise, "A Job Analysis of School Psychologists in the Public Schools of Massachusetts," Psychology in the Schools, Vol. I, No. 2, April 1964, pp. 185-6.

A questionnaire survey was made of all functioning school psychologists in Massachusetts. Identification of the duties of school psychologists as they are now performed, provision of a list of duties and responsibilities for all those involved with school psychology, and provision of objective data concerning the educational qualifications and experiences of school psychologists were study objectives. General findings are listed. (PS)

58. Koeppe, Richard P., "Issues in Initiating and Implementing the Services of an Elementary School Counselor," Elementary School Guidance and Counseling, Vol. I, No. 1, 1967, pp. 41-46.

It is important that as elementary school counselors come to work in school systems with specialists already on the job, roles be defined and organizational and administrative patterns be developed to insure coordination of services. This is vital if each member of the professional staff is to make his unique contribution in helping each pupil develop to the optimum of his potentials. (AUTHOR)

59. Leton, Donald A., "School Psychology: Its Purposes and Directions," Psychology in the Schools, Vol. I, No. 2, April 1964, pp. 187-9.

The direction of school psychology appears to be toward a more scientific and more experimental approach. In view of the many criticisms directed against school psychology, it is necessary for the profession to determine its purposes and define its directions. Those involved in choosing and providing the present services may have an important influence on the status of school psychology. (PS)

60. Levine, Louis S., "The Use of the Child Development Specialist in the Elementary School," Psychology in the Schools, Vol. 2, No. 3, July 1965, pp. 255-262.

There is a need for child development specialists (CDS) working at the elementary school level to alleviate learning problems. The major function of the CDS is to

assist parents and teachers in clarifying the expectancies which they hold for the child and in modifying their treatment of him. Other specific functions of the CDS are outlined. (JR)

61. Liddle, Gordon P., "The School Social Worker as He Sees Himself and As He is Seen by His Colleagues," Journal of the International Association of Pupil Personnel Workers, Vol. 11, No. 2, March 1967, p. 96.

During the 1964-65 school year the central staff of the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) conducted a nationwide study of the role perceptions of principals, teachers and members of each pupil personnel profession. This article describes the role perceptions of social workers who are and are not members of the National Association of Social Work, principals and teachers. (JR)

62. Magary, James F. and Meacham, Merle L., "The Growth of School Psychology in the Last Decade," Journal of School Psychology, Vol. I, No. 1, January 1963, pp. 5-13.

The field of school psychology is in an early stage of development in which its form and direction have not fully emerged. The possible directions for further development are numerous and the specific functions which might be assumed by a school psychologist are beyond the capacities of a single person. Some point of view or frame of reference is essential to aid us in making decisions as to the nature, extent and direction of the roles we should undertake. Since the fundamental responsibility of schools is to promote learning and since this constitutes one of the major areas of psychology, it seems fully appropriate for the school psychologist to direct his efforts primarily toward problems related to the facilitation of learning. (AUTHOR)

63. Mathewson, Robert H., "School Guidance: A Four-Dimensional Model," Personnel and Guidance Journal, Vol. 39, No. 8, April 1961, pp. 645-649.

The opposite poles of four dimensions in guidance practice described are (1) classroom centered and specialized, (2) self integrative and prescriptive, (3) personal and social, and (4) subjective and objective. Pivoting around the work of the specialist, a strategy is examined which encompasses the theoretical positions and associated practices on the right hand poles of these dimensions. The underlying assumptions and a critique of this strategy are provided. A strategy which centers on the classroom, and on the belief that the student is able to acquire, relate, and integrate experiences, is examined and criticized. A third strategy combines the advantages of both the specialist approach, and the classroom approach and emphasizes coordinate teamwork. A developmental strategy of guidance may be complemented by (1) seeking more pupil involvement in their own guidance, (2) cumulative, coordinated, and articulated guidance procedures from grade to grade, (3) having evaluation checkpoints, (4) seeking greater organization cohesiveness by means of the proposed guidance

structure, (5) provision at decision points of a form of advisory guidance, and (6) increasing school community cooperation.

64. McHugh, Ann F., "Potential Contributions of the School Psychologist," Psychology in the Schools, Vol. I, No. 2, April 1964, pp. 190-2.

The school psychologist trained in developmental and differential psychology can contribute to curriculum development in the various ways discussed. He is often the school's most proficient member in the area of measurement and evaluation. From a background of group dynamics, personality, and social psychology, the psychologist can clarify various school staff members on group processes, leadership, social forces, and cultural differences. Training in research and experimentation prepares the psychologist for investigation of problems facing the school system. (PS)

65. Melillo, Angel J., "The Role of the School Social Worker with First and Second Generation Immigrant Youth," Journal of the International Association of Pupil Personnel Workers, Sept. 1960, pp. 22-26.

The Referral Unit Project, which was established by the New York City Youth Board and Board of Education, is described. The major goal of this project is to reach out to troubled children and young persons with behavior problems who are not being served through the customary community resources, bringing to them the services they need in order to prevent the development of maladjustments which might lead to delinquency. (AUTHOR)

66. Mohr, Irma, "Social Work Consultation to Schools: Some Aspects of Practice," Journal of the International Association of Pupil Personnel Workers, March 1961, pp. 3-8.

Some possible goals for consultation with schools by community agency social workers are (1) helping the school evaluate the child's total needs in relation to his symptoms and to plan his school program in relation to his needs, (2) acquainting the school with appropriate community agencies for helping children and when necessary assisting the school in the use of these agencies, and (3) helping the school understand the social work function and select appropriate referrals for agencies. (AUTHOR)

67. Nebo, John, Demsch, Berthold, and Dove, Penelope, "From Student To Worker: Focus on Social Work in the School," Journal of the International Association of Pupil Personnel Workers, Vol. 12, No. 2, March 1968, pp. 73-76.

An analysis of the differentiation in roles of the second year school social work field work experience and the first year of professional competence as experienced by the same individual in the same public school system is presented. Though confined to a school social work experience, a first year worker in any counseling setting might find appropriate elements to transfer from this experience. A case

was presented to illustrate these roles and conclusions drawn to show that a distillation has taken place whereby the worker in one year has internalized the learnings to adapt to an operational stance requiring, (1) optimal use of limited available time, (2) ability to use lines of administrative authority toward offering a more effective pupil service, (3) utilization of the collaboration process to enhance casework skills so they are understood by other participating disciplines, and (4) a need to establish a "professional self" early so as to be comfortable in relating social work to other professions. (Author)

68. Nelson, Willard H., "Variations in Patterns of Certification for School Psychologists," Journal of School Psychology, Vol. II, No. 1, Winter 1963-64, pp. 17-33.

Certification in the 37 states, including the District of Columbia, which currently certify school psychologists have been reviewed. Much variation is evident in regard to levels and titles, degree and teacher training requirements, type of internship or field experience requirement, prescribed course-work, and the agency responsible for certification. In comparison with the latest survey by Hodges (1960), the following trends were observed-- (a) a substantial increase in the number of states certifying school psychologists, (b) a tendency to reserve the titled psychologists for the doctorally-trained individual, (c) provision for more than one level of certification, (d) a minimizing of the demand for a teacher's certificate and prior teaching experience, and (e) dependence of the certifying agency upon the training institution for an assessment of the competency of the applicant. (PS)

69. Oldridge, Buff, "Two Roles for Elementary School Guidance Personnel," Personnel and Guidance Journal, Vol. 43, No. 4, December 1964, pp. 367-370.

The consequences of guidance workers functioning in a psychotheraputic role (PR) was compared with their functioning in a consultant role (GR). There was a control group of students referred but not receiving service. Teachers rated more GR referrals improved but differences were not significant. Peer ratings showed a significant (P less than 0.05) difference favoring controls. Guidance staff significantly (p less than 0.05) favored GE at the end of the study. School staff preferences for PR were significant (P less than 0.01) at the beginning and end of the study. However, a shift away from PR towards GR was significant (p less than 0.01).

70. Parker, Clyde A., "The Place of Counseling in the Preparation of Student Personnel Workers," Personnel and Guidance Journal, Vol. 45, No. 3, November 1966, pp. 254-261.

The nature of preparation of student personnel workers is currently under discussion. Because of the variety of settings within higher education in

which student personnel workers function and the specialized nature of their functions, their preparation should be different from counseling psychologists. Consideration is given to the possible conflicting nature of the student personnel worker's commitment to the institution and his commitment to individual students. The inadequacy of a philosophy of counseling based on radical individualism is discussed. A consistent and integrated rationale for student personnel work is formulated. Education as a counselor, based upon an adequate philosophy of individual development within lines that will benefit the whole society, is crucial to adequate functioning as an effective student personnel worker.

71. Parker, James W., "The School Social Worker and School Psychology," Psychology in the Schools, Vol. 4, No. 3, July 1967, pp. 228-232.

Clarification of the relationship between the roles of the school social worker and the school psychologist is needed. Various suggestions for increasing team activity are illustrated through the use of case studies. (JR)

72. Perkins, Keith J., "School Psychology: From Identification to Identity," Journal of School Psychology, Vol. II, No. 1, Winter 1963-64, pp. 7-16.

The history and functions of the Child Study Consultation Service in Phoenix, Arizona are described. An evaluation of the services showed that the following functions were considered most valuable (listed in decreasing order of importance)--child study, consultation services, in-service training, research, and community relations. The emergence of an individual identity in school psychology is compared with the identity for which the adolescent strives. (PS)

73. Peters, Herman J., "Interferences to Guidance Program Development," Personnel and Guidance Journal, Vol. 42, No. 2, October 1963, pp. 119-24.

Basic hindrances to guidance program development and management are considered. Guidance workers have given little thought to guidance theory. This aversion to theory results in continuing guidance as a diffuse, unmanageable amorphous set of functions. Inconsistencies in guidance programs seemed to result, in part, from discrepancies between program premises and program practices. The public must be educated about the guidance program and its purposes through a continuous well-organized plan of information dissemination. Value differences of counselors and principals is another source of hindrance. In large school systems, custom and self interest are used too often to rationalize the omission of leadership in guidance programming. The pupil personnel staff's overt or covert resistance to change prevents program development. Role confusion may cause the counselor to never leave the teaching role and become completely dedicated to guidance. This situation added to a fear of insecurity may lead to lack of depth in counseling. A continuing study of the adolescent locally and regionally is necessary.

74. Rippee, Billy D., Hanvey, William E., and Parker, Clyde A., "The Influence of Counseling on the Perception of Counselor Role," Personnel and Guidance Journal, Vol. 43, No. 7, March 1965, pp. 696-701.

Investigators have found widespread misunderstanding and misperceptions of the counselor's role. If the profession is to perform the functions for which it exists, the counselor and those with whom he works must have a clear perception of what the work of the counselor is. A 50 item questionnaire was developed and administered to students and teachers of three small secondary schools. A counseling program established in a small secondary school, where no counseling previously existed,was found to change significantly the students' perceptions of the counselor's role. The direction of this change is determined by what the counselor does. Thus, if counselors functioned properly, a more correct image will follow. Students who are aware of what counselors do will seek them out.

75. Rowen, Robert, "Elementary Guidance and School Social Work," Journal of the International Association of Pupil Personnel Workers, Vol. 10, No. 4, September 1966, pp. 121-128.

This article compares and contrasts the role and function of the school social worker and the elementary school counselor. The school social worker is trained as a specialist in one discipline while the elementary guidance person is trained as a generalist in some of the disciplines which serve the schools as specializations in pupil personnel services. (AUTHOR)

76. Rowen, Robert, "The Tools for Growth for School Social Work," Journal of the International Association of Pupil Personnel Workers, Vol. 11, No. 4, September 1967, pp. 165-170.

The present status of school social work can be viewed in three areas of development--adaptation, implementation, and communication. Some functions of the school social worker have shifted in emphasis in light of recent federal legislation which places more responsibility upon the school social worker to extend his services to all children. There is also a growing awareness of the multi-disciplinary approach. School social work is one of the specialized services and its effectiveness is dependent upon the ability of a given worker to communicate with other professional personnel. School social work is also faced with the problem of training personnel for increased manpower demands while maintaining professional standards. (AUTHOR)

77. Shertzer, Bruce and Stone, Shelly C., "The School Counselor and His Publics; A Problem in Role Definition," Personnel and Guidance Journal, Vol. 41, No. 8, April 1963, pp. 687-693.

Much of the current difficulty and confusion surrounding the school counselor's role stems from the contradictory and conflicting expectancies of his various

publics. Pupils, teachers, administrator, and parent perceptions of the counselor, based on research findings, are discussed. The steps described for provision of a set of complimentary role expectations for school counselors are--counselors must articulate their own identity and counselors must communicate their role to their publics.

78. Sobers, Cora, "The Attendance Teacher's Unique Role in the School Social Work Practice," Journal of the International Association of Pupil Personnel Workers, June 1960, pp. 15-17.

Studies have indicated that truancy is a symptom of serious maladjustment in the child caused by disabling factors in the home, the school, the community and often within the child himself. Suggestions are offered about how the attendance program can discover these troubled children, reach resistive families and strengthen treatment services. (JR)

79. Styles, William A., "Teachers' Perceptions of the School Psychologist's Role," Journal of School Psychology, Vol. III, No. 4, Summer 1965, pp. 23-27.

459 teachers responded to a questionnaire designed to measure teachers' perceptions of the school psychologist's rôle. Data was obtained concerning: (1) their estimates of the school psychologist's level of training and the similarity of this training to that of others in psychology and education, (2) the extent to which the school psychologist was qualified to undertake specific tasks, (3) his effectiveness with various types of problem children, and (4) the personality characteristics most suitable for a psychologist. Results showed that the majority of teachers did not appear to hold exaggerated misperceptions about the school psychologist's level of training or about most aspects of his role as it had developed in their particular school systems. In many ways, however, they showed a tendency to credit the school psychologists in these school systems with more intensive training in clinical psychology and more thorough knowledge of severe emotional disturbance than seemed warranted by their training and experience.

80. Sweeney, Thomas J., "The School Counselor as Perceived by School Counselors and Their Principals," Personnel and Guidance Journal, Vol. 44, No. 8, April 1966, pp. 844-849.

The perceptions of school counselors and school administrators of the counselor's activities and effective role attributes were studied. 220 counselors and 210 administrators were administered a questionnaire, the Stevic's School Counselor Performance Instrument, and the Interpersonal Check List. Differences that exist between the perceptions of counselors and administrators tend to be in the degree to which they view certain activities or attributes as important. The ranking of activities and the attributes by both groups tended to be similar but differences were found to exist between the mean scores of counselors and administrators in various areas. Sources of discrepancy were discussed as possibly relating to the need for counselors to establish clearer priorities for

their activities and the administrator's perception of the counselor as fundamentally a quasi-administrator of guidance services.

81. Trow, William Clark, "The Future of School Psychology by Extrapolation," Psychology in the Schools, Vol. III, No. 2, April 1966, pp. 131-139.

19th century origins of eight major beginnings in psychological theory are discussed. 20th century lines of development of these theories are considered. Assuming the continuity of professional interests into the future, an extrapolation is made. (PS)

82. Williamson, E. G., "Student Personnel Work in the Future Years," Journal of College Student Personnel, Vol. 5, No. 4, June 1964, pp. 194-201.

Certain developments necessary to make student personnel work more effective are discussed. Major issues examined include: (1) the predominance of affect or rationality in counseling, (2) the acceptance of intuition or cognition as pivotal in discovering truth, (3) the problem of a prevailing climate of unintellectualism in schools, and (4) the role of higher education in molding students to cultural standards. To further professionalize pupil personnel work, research must be established as a basic technique in the program of services. In addition, professional preparation at the doctoral level, especially for the principal staff members, is necessary. Personnel workers should be trained in both an aspect of professional personnel work, and in one of the academic disciplines. Programs of service are based on the identified needs of students, but alternative value commitments beyond those immediately perceived by students are desirable. Thus research on value commitment formation is necessary. Pupil personnel services, which are now organized and administered as separate techniques and programs, must be more closely intercoordinated. Pupil personnel workers must learn how to organize, manage, and manipulate the social psychology of the campus to achieve desired intellectual learning.

83. Wise, W. M., "Student Personnel Work -- Future Trends," Personnel and Guidance Journal, Vol. 39, No. 9, May 1961, pp. 704-09.

The implications of present trends in higher education for pupil personnel work are considered. The presence of increasing numbers of older and married students on campus, the shift in academic interests among college and university students, the increase in seriousness with which college students approach their academic work, the relationships between fund availability and student personnel work, and the relationships between faculty and students are the major topics under consideration.

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